

# FOREIGN LANGUAGE

## **Spanish I, 2, 3, 3H**

**UC/CSU: e**

**NCAA:**

### **Placement Guidelines: Grades 9-12**

The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures.

The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.

## **Spanish 4AP**

**UC/CSU: e**

**NCAA:**

### **Placement Guidelines: Grades 9-12**

Advanced Placement courses follow the curriculum established by the College Board and emphasize the use of active communication through the following objectives:

The ability to comprehend formal and informal language; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in a specific foreign language; the ability to compose expository passages; The ability to express ideas orally with accuracy and fluency.

## **French 1, 2, 3H**

**UC/CSU: e**

**NCAA:**

### **Placement Guidelines: Grades 9-12**

The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures.

The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.

## FOREIGN LANGUAGE

### **French 4AP**

**UC/CSU: e**

**NCAA:**

**Placement Guidelines: Grade 11**

Advanced Placement courses follow the curriculum established by the College Board and emphasize the use of active communication through the following objectives:

The ability to comprehend formal and informal language; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in a specific foreign language; the ability to compose expository passages; The ability to express ideas orally with accuracy and fluency.

### **Sign Language 1**

**UC/CSU: e**

**NCAA:**

**Placement Guidelines: Grade 9-12**

This course will teach basic signs, grammar, fingerspelling, and the cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include but not be limited to: working in pairs or groups, role playing, skits, songs, and presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function. Students will be encouraged to join the Sign Language Club, however, non-participation in the club will not have any bearing on the students grade in the course.

### **Sign Language 2**

**UC/CSU: e**

**NCAA:**

**Placement Guidelines: Grades 9-12**

This course will teach a continuum of signs, grammar, fingerspelling, and the cultural aspects of deafness. Students will continue to learn communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will included but not be limited to: working in pairs or groups, role playing, skits, songs, and presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function per semester.

### **Sign Language 3H**

**UC/CSU: e**

**NCAA:**

**Placement Guidelines: Grades 11-12**

Students in American Sign Language 3 will learn a continuum of signs, grammar, finger spelling, and the cultural aspects of deafness. Students will continue to learn communication as well as

## FOREIGN LANGUAGE

song signing. A commitment from the student is mandatory in order to properly learn the language. Activities will include but not be limited to: working individually, in pairs or in groups; role playing; skits; songs; and presentations. In addition to written homework, students are expected to study/practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend one out-of-class function per semester.

### **Sign Language 4H**

**UC/CSU: e**

**NCAA:**

**Placement Guidelines: Grades 11-12**

This course will emphasize the use of active communication through the ability to comprehend formal and informal language and the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of videotaped signers. Students will be able to express written conversations and express ideas with accuracy and fluency.

### **Mandarin 1, 2, 3H**

**UC/CSU: e**

**NCAA:**

**Placement Guidelines: Grades 9-12**

The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures.

The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.

### **Mandarin 4H**

**UC/CSU: e**

**NCAA:**

**Placement Guidelines: Grades 10-12**

Mandarin Chinese 4 Honors will bring the students an opportunity to refine their four language proficiency skills: listening, speaking, reading and writing in the intermediate to Advanced-level range across the three communicative modes (interpersonal, interpretive, and presentational) and the five Cs (communication, culture, connections, comparisons and communities) as defined in the Standards for Foreign Language Learning in the 21st Century. Essential grammar is reviewed and defined for advanced proficiency in the language. This course provides the students an opportunity to immerse in the richness of Chinese Language and Culture by comparing Chinese-speaking cultures with his/her own culture and presenting selections from a variety of literature

## FOREIGN LANGUAGE

and media. Students are required to speak in Chinese as much as possible to increase their confidence in applying target language at home, at school, and in the community.

### **Mandarin 4AP**

**UC/CSU: e**

**NCAA:**

### **Placement Guidelines: Grades 9-12**

Advanced Placement courses follow the curriculum established by the College Board and emphasize the use of active communication through the following objectives:

The ability to comprehend formal and informal language; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in a specific foreign language; the ability to compose expository passages; The ability to express ideas orally with accuracy and fluency.